DOCUMENT RESUME

ED 117 838 EA 007 896

AUTHOR Cote, Ron Roy
TITLE Project AAMP: Administrator Abilities Matched to Problems.
PUB DATE Aug 74
NOTE 14p.; Paper presented at the National Conference of Professors of Educational Administration (Marquette, Michigan, August 14-20, 1974)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS *Computer Science; Educational Administration; Elementary Secondary Education; Information Processing; *Management Information Systems; *Management Systems; Models; *Problem Solving; School Systems; *Team Administration

ABSTRACT

The AAMP (administrative abilities matched to problems) system is simply one or more school administrator(s) designated by the school system's computer information system as having those abilities, preferences, and characteristics required to solve a particular system problem. An AAMP is formed on the basis of information provided concerning the characteristics of the problem in relation to the stored model of the school system and the stored information about each administrator. Once an AAMP is formed, the objective is to design a solution to the problem and to relate the solution to the existing school system. During the process of designing a solution, AAMP has available an information model of the school system as well as problem-related information from a variety of sources stored in or retrievable by the computer system. (Author)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED117838

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Project AAMP:
Administrator Abilities Matched to Problems

A Paper Presented to the 1974
National Conference of Professors of Educational
Administration

August, 1974

Ron Roy Cote'
Bowling Green State University

EA 007 896

The Development of Project AAMP

In the spring of 1972 a colleague, Dr. Neil Pohlmann, asked me and another professor to collaborate in responding to a request from Dr. Walter Bonkowski, Executive Director for Staff Development for the Toledo Public Schools, for information about "team management." Over several weeks the three of us pursued this topic in our unique ways sharing the results subsequently at a meeting in Bowling Green with Walter. A wide range of material was brought together from research on groups to the possible use of the computer. The client took copious notes, appeared satisfied, and returned to Toledo.

It was apparent that possible uses of the computer to organize and facilitate "team management" were not appropriate at that time. However, when Dr. Eddy Van Meter invited colleagues at the 1972 meeting of NCPEA to see him about contributing to the next AERA meeting of the Organizational Theory Group (March, 1973), he exhibited interest and invited me to send him a paper to read. The latter part of that paper focused on a conceptual structure for relating administrator abilities to school system problems. When I asked the Department Chairman, Dr. William York, at Bowling Green to critique the paper before the AERA convention his response was favorable; he focused on two points: the word "cybernocracy," which was "coined" in that paper, and "CAP" for Complementary Abilities Pattern, later translated to "AAMP." In responding to requests for papers for NCPEA and AERA, the former point has been turned down three times. The latter is the subject of this paper.

When the AERA paper was routinely shared in the spring of 1973 with Dr. Pohlmann, who had since become Chairman of a new department,

he suggested contacting Dr. Russell Working of the Toledo Public Schools. This suggestion was unexpected. However, contact was made, and sure enough, Dr. Working, Executive Director of State and Federal Programs, was interested in computer based information systems, even underdeveloped ones. Through the summer, fall and winter of 1973 and spring of 1974, Dr. Working called meeting after meeting in Toledo and Bowling Green to explore the possibilities of operational development of AAMP in the Toledo Public Schools. At first the meetings included Dr. Working, Mr. Gerald Biernacki for project evaluation, and myself. Occasional visits to these meetings were made by Walter Bonkowski, Dr. Lee McMurrin, the Deputy Superintendent, Mr. Darrell Clay, a Secondary School Principal and President of TAAP (Toledo Association of Administrative Personnel), a "middle management" union. Mr. Clay was very supportive from the beginning and wanted the proposed system presented to the TAAP Board of Trustees. This Board listened and questioned the AAMP proposal at three meetings and decided to present it to the membership early in 1974. Mr. Biernacki was appointed chairman of a committee to prepare this presentation. The TAAP membership was a very attentive group of urban administrators who asked all possible manner of questions.

The Presentation of Project AAMP

In preparing the presentation to the TAAP membership the planning committee, chaired by Mr. Biernacki, four items were determined essential: 1) an introduction to the proposed system, 2) a list of advantages and disadvantages, 3) an example of a possible problem, and 4) reaction from the membership to allow the trustees of TAAP to decide any further commitment if any. These four items, included in the 1974 TAAP meeting,

are reviewed here in sequence.

I. An Introduction to AAMP

A. What is AAMP?

1. An information system.
2. It stores information on school system problems.
3. It stores information on administrator abilities.
4. It combines administrator abilities.
5. It matches abilities to problems.

B. Why?

1. To solve urgent problems.
2. To tap the administrative abilities of the Toledo school system.

C. Objectives

1. To identify all school system problems early.
2. To identify administrator abilities related to problem-solving.
3. To combine administrator abilities related to specific problems.
4. To form pilot committees (AAMP's) to develop solutions to problems.

II. TAAP Participation in AAMP
(Developed by Mr. Gerald Biernacki)

A. Advantages

1. Will result in greater participation of TAAP membership in system-wide decisions as they relate to goal determination and operational considerations.
2. Will serve as a catalyst for the professional development of participating administrators.
3. Will result in greater visibility for TAAP via publications.
4. Will strengthen TAAP.
5. Will assure greater awareness by administrators of system's problems.
6. Will assure greater awareness by administrators of system's human and non-human resources.
7. Will be used only to enhance evaluation of administrators.
8. Will facilitate educational planning.
9. Will facilitate the efficient/effective use of human resources.
10. Will encourage humanistic approach to school administration.
11. Will stimulate and clarify communication.
12. Will result in more organizational fluidity; e.g. inter-level organization personnel participate cooperatively in decision making.

13. Will minimize the emphasis on power and focuses on the quality of ideas.
14. Will provide opportunities to gain a variety of experiences and will lessen the monotonous effects of routine tasks.
15. Will result in a professional research commitment by TAAP.
16. Will result in a greater awareness of the system's deficiencies leading to greater survival abilities of the system and those individuals in the system.
17. Will harness (matches motivated administrators to identified interest areas--tasks) voluntary talent.

B. Disadvantages

1. Could be perceived as traditional evaluation.
2. Could result in an increased expenditure of time, effort and cost.
3. Could be a disruptive force because of AAMP's likelihood of causing change.
4. Could cause organizational fluidity which triggers role conflicts and feelings of instability.
5. Could result in more work (during or after regular hours) without financial compensation.
6. Could disrupt the carrying out of regular administrative duties. Released time does not provide for "getting one's regular work done."
7. Could result in making the process of getting decisions made more inefficient--important decisions could be belabored too long by so many.
8. Could cause sensitive administrators at all levels to feel AAMP causes an erosion of their authority/ power.
9. Could result in obligatory participation.
10. Could result in individual sensitivity to the data requirements.
11. Could result in a long, tedious process of collecting data.

III. Example of a Possible System Problem
(Developed by Dr. Russell Working)

A. What are the positive actions to integrate schools which can reasonably be undertaken in Toledo to forestall court-ordered integration?

1. Major Problem Descriptors: court, integration, schools
2. Associated Problem Descriptors: civil rights, economics, bussing, minority groups, white flight, neighborhood concept, surburban districts, ghetto, desegregation, school unrest, drop out rate, quality education, unions, inner city violence, vandalism, humanism, federal programs, compensatory education, inner city housing, communication,

value clarification, human relations, compliance officer, decentralized education, public relations, social mobility, physical mobility, unemployment, welfare programs, staff competency, relevant education, parochial education.

3. Associated Administrator Descriptors: High Ability Level, Moderate Ability Level, Interest in Developing Ability on: high school, principal, guidance, school activities, vocational choice, tests, community, counseling, minorities, human relations, relevant, social science, political science, curriculum development.

IV. TAAP Workshop Questions

A. What kinds of problems do you see that AAMP might cause?

B. What aspect of this plan could be improved to better meet the needs of the system?

C. What problems do you think that this plan could address?

D. What aspects of the AAMP plan need clarification?

Reactions to these four questions were collected from the TAAP membership at their annual meeting by the TAAP President, Mr. Darrell Clay, for review by the TAAP Board of Trustees in determining future support and involvement in the proposed project. In the spring of 1974 Dr. Working informed me of "a green light" to begin the AAMP project.

The Next Phase

The fall of 1974 will likely see a continuation of planning, including the incorporation of the TAAP membership recommendations, the refining of data collection instruments for determining administrator abilities and for defining school system problems, the creation from these of a descriptor code permitting computer matching of administrators by abilities with problems to be solved, and the development of a proposal for funding the research and pilot testing of the system.

A. Identify system problems

1. Agitations
2. Trends
3. Discontinuities

B. Identify administrator capabilities

1. Characteristics
2. Preferences
3. Abilities

C. Develop problem profiles of school system

D. Develop administrator profiles

E. Deduce descriptors

F. Match problems and administrator capabilities

G. Generate AAMP pilot

The AAMP System

Included here is the conceptual system as presented to the TAAP Board of Trustees. It is essentially the same as presented at AERA.

Instead of "committee," "group," or "team" another concept has been developed to avoid negative preconceptions or past images of how these groups work. The AAMP (administrative abilities matched to problems) system is simply one or more school administrator(s) designated by the school system's computer information system as having those abilities, preferences and characteristics required to solve a particular system problem. An AAMP is formed on the basis of information provided concerning the characteristics of the problem in relation to its stored model of the school system and its stored information about each administrator. The figure (see attached) provides a general view of the interrelationships involved in the generation of an AAMP. Once an AAMP is formed the objective is to design a solution to the problem and to relate the solution to the existing school system. During the process of designing a solution AAMP has available an information model of the school system as well as problem related information from a variety of sources

stored in or retrievable by the computer system.

The need for the AAMP system relates to the problem of solving urgent problems confronting the Toledo Schools before they become unmanageable. The point is to control and direct change in TPS rather than reacting when it is mostly too late. Those administrators most capable and interested in a particular problem will be effectively involved in planning solutions.

PHASE I

Identification of Problems

The system described begins with the identification of school system problems and ends with an addition to or a redesign of the school system. Identifying a problem in a school system is in itself an alternative to simple reaction. Even when agitation is involved, the reaction by the administration will be part of a process of solving the problem by changing the system in a planned sequence related to the needs of its clients. Three modes of identifying school system problems are:

1. Agitation: students, and frequently enough parents, teachers and others not easily accounted for, very clearly present a clear and dramatic problem to the school system. Any treatment of the problem, a symptom, without information concerning causes is obviously dangerous.
2. Forecasting: educational administrators have been engaged in a form of this for decades; but it has been narrowly confined to population trends and classroom requirements. Forecasting, including long range, may appear a luxury; however,

as part of the information complex, school systems cannot be unaware of projected developments in information systems and their availability and implementation in the education system.

3. Discontinuities: unexpected and apparently insignificant developments break strong present trends. These are less obvious than trends and can be massively disruptive if not perceived early. A relevant ability is problem-finding.

A description of the problem is delivered to the computer system by using standardized descriptors on a computer terminal.

Administration System

The use of descriptors allows the computer to relate new problem information with stored information on administrators and school system. The administrators provide information in three categories to maximize both their own individuality and their effectiveness in solving the problem:

1. preferences: ranking of school system problems, objectives, and programs according to the individual interest in them by the administrator.

2.1 characteristics: sex, height, weight, age, culture, work style, appearance, unusual factors, etc.

2.2 experiences: jobs, positions, courses, degrees, travel, recreation, unusual factors, etc.

2.3 perspectives: time frame, place frame, reading preferences, television preferences, etc.

3. abilities: systems, program design, simulation, planning, writing, directing, evaluation, etc.

Parameters

To guide the computer, certain limits are necessary for the maximum number in one AAMU , number of AAMP's to which any one administrator may be designated, and priorities in establishing AAMP's by ability, preference, characteristics, and availability should a conflict arise. In any case, complementarity requires the necessary mix of specializations to solve the problem.

Descriptors

It is clear that the AAMP system depends on a descriptor code standardized to related problem data to administrator data, and these to the school system model.

PHASE II

School System Model

Information on the following major components of the school system compose the computer-based model:

1. assessment results, analyses, conclusions, and implications
2. forecast results, analyses, conclusions, and implications
3. objectives (derived from assessment and forecast results)
4. operational programs (designed to attain objectives)
5. evaluations: results, analyses, conclusions, and implications

This model is used to analyze, evaluate, and redesign the school system by designing alternative objectives and programs, testing them as simulations, and analyzing, including cost-benefit, and evaluating the results. If this process produces a viable alternative a tentative solution is implemented. Available to the AAMP in this process are stored data on the following:

1. research results, basic and applied, from prior experiments reported in the literature as well as those conducted in this system
2. results of pilot programs tested, evaluated, and reported
3. evaluation results of major program alternatives
4. scenarios designed and proposed in the literature.

Solution

One or more pilot program alternatives may be operated simultaneously for any one identified problem. There may be a research design included in the pilot test. If research and evaluative results indicate a degree of success in terms of the problem related objectives, the model of the school system is redesigned.

Redesign

The extent of the redesign is the critical point. There appear to be no great obstacles in the way of adding new programs and adapting old programs. Elimination of a program seems to be much more difficult and radical change impossible. However, the pace of change in school systems is obviously increasing.

In this proposed AAMP system the new design is incorporated into the school system model and the resulting new data provided to the computer system to complete the cycle.

An Emerging Organizational Design

Indeed, it seems reasonable to claim that the organizational pattern now emerging consists essentially of three components: the human information system, individually or collectively; the electronic

information system, including television and other terminal connections; and what is just now taking some focus: a symbiotic human-electronic cybernetic system providing a new dimension of organizational direction and control.

THE AAMP MODEL